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ABSTRACT

The Homework Help Program, funded under Title I of the 1965 Elementary and Secondary Education Act, has the following objectives: (1) to encourage high school and college students from low income areas to remain in school through economic assistance; (2) to present a new opportunity for these students to achieve success; (3) to motivate these high school and college students toward improved academic achievement; (4) to expose these students to a tutorial experience while they are still young enough to choose teaching as a career; (5) to provide individual assistance to secondary school pupils in need of help with basic education; (6) to provide models for educationally deprived children, thereby increasing their aspirations for school success; and, (7) to promote integration through tutor-pupil assignments and activities. Each of the ten high school centers has a staff consisting of approximately 12 tutors, an auxiliary paraprofessional, a secretary, and the "master teacher," who is the direct supervisor of the entire staff. Tutorial classes are held Monday through Thursday, from three to five p.m. Students attend on a Monday-Wednesday, or Tuesday-Thursday schedule. Tutors are generally students at the school being serviced or recent graduates. (Author/JM)

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FINAL REPORT
OF THE EVALUATION
OF THE

1969-1970

HOMEWORK-HELPER PROGRAM

PROGRAMS AND PATTERNS FOR DISADVANTAGED HIGH SCHOOL STUDENTS

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1969-70 school year.

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HIGH SCHOOL HOMEWORK HELPER PROGRAM

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HIGH SCHOOL HOMEWORK HELPER PROGRAM

EXECUTIVE SUMMARY

Inaugurated in 1963 with 110 tutors and 330 pupils in 9 centers, the program has grown to include, in 1969-1970, 100 Homework Helper Centers with 1500 tutors and 4500 pupils. Results of the program have been so encouraging that further expansion is planned during the 1970-1971 school year. An additional 14 centers were added for the Spring term, February 1970 to June 1970. The scope of the new programs will depend on State and Federal funds. Summer sessions of the program have been held every year since 1964.

Although Homework centers function in both elementary and secondary schools, this report is concerned only with the high school centers. There are 10 of these centers located in high schools throughout the city. Assisting Dr. Albert Deering in the coordination of these centers are borough coordinators, who are concerned with both the elementary and high school components and two high school supervisors who are directly in charge of the administration of the 10 high school programs. While the borough coordinators serve in a full-time position, the high school supervisors are part-time employees of the Homework Helper Program and have other teaching or administrative duties during the regular school day.

Objectives and Methods of Evaluation

To assess:

1. Student awareness of Homework Helper Program
2. Student perceptions of aid available
3. Student values placed on Homework Helper Program
4. Student and tutor relationships in question of remaining in school
5. Students and tutors educational and occupational plans and aspirations
6. Student achievement levels
7. Student and tutor attitudes toward self-achievement and education
8. Student perceptions of teachers

The methods of analyses for the quantitative data obtained from questionnaires administered to the students and tutors, and from the school records data, involved both descriptive and inferential statistics. Multiple regression procedures, F. ratios, summary statements of frequencies, and so forth are employed where appropriate. In addition, the evaluation staff conducted interviews and made several on-site investigations.

Findings and Interpretations

There is a high awareness among students of both the program's existence and the nature of the services provided.

There was the overwhelming consensus of participants in the program, those receiving tutoring services, that tutors are available when they are needed. This is important because levels of student need for help are not constant throughout the school year.

88 percent of the sample of students receiving tutorial help rated their experience as moderately or highly successful. At the same time, 93 percent of the tutors felt that they were moderately to highly successful in their efforts to help students.

As one would anticipate, success ratings varied between schools selected in the sample, but none were observed to be deviant enough to require separate treatment.

Despite the fact that students receiving help through tutoring services were having immediate academic problems, their educational aspirations and plans remained as high as those of norm groups sampled from their respective schools.

Despite the fact that students receiving help through the Homework-Helper Program services were having academic problems that brought them to the program, their year end grades in academic subjects did not differ from those of the norm group.

An unusually large number of students receiving services from tutors selected teachers as role models (25%). This was in comparison to a 5 percent rate from the norm group.

53 percent of the tutors believed that the experience influenced their desire to enter teaching as a career.

Conclusions and Recommendations

These separate findings and staff observations leave little room for doubt among the evaluation team responsibile for this study that the Homework-Helper Program has fulfilled the expectations of its originators as expressed by the program objectives. In view of this generally positive evaluation, few recommendations for program orientation or method of operating are warranted.

It is recommended that the current level of financial support for tutors should be maintained or improved on a reasonably scaled basis (e.g. inflationary adjustment). Because few indicate they would not leave school without such support, it does not necessarily follow that successful functioning of the program is dependent upon such an increase. However, increased salary rates would certainly influence the decisions of good tutors to continue in their role as tutors.

A relaxed and informal atmosphere, as well as an element of pleasure was added through the serving of refreshments. Since this was frequently alluded to by participants in the program, it would probably be advisable to insure the continuance of this feature.

Personal relations are best facilitated through a one-to-one tutorial system. There appeared to be a tendency for tutors to want to mirror standard teaching practices when groups of a larger number were involved. Such practices serve to reinforce status differentials between tutors and students and are not believed to be in the best interest of keeping good rapport and informality.

Vigilance should be maintained to insure that the tutor is not younger than the student he is helping. Such encounters are perceived as awkward and difficult to handle by the tutors.

Chapter I

THE HIGH SCHOOL HOMEWORK HELPER PROGRAM

This chapter is divided into four sections. The first section presents background information on the use of students as tutors, particularly in New York City. The second section states the objectives of the High School Homework Helper Program; the third section is a description of the program as it operated during the 1969-1970 school year, and the fourth is a statement of the evaluation objectives of this study.

BACKGROUND

Although tutorial services are as old as education itself, dating back to early Greek days, little was known about the efficacy of employing non-professional tutors to assist children who have fallen behind in their reading before the advent of the Homework Helpers Program in New York City in 1963. Most educators assumed that the problems of the retarded reader from a disadvantaged home were so complex, that only professionally trained reading specialists could be of assistance. Salzman points out, however, that among social workers and educators who have worked in slum-area schools, there was a growing belief that important contributions to the educational development of culturally disadvantaged children could be made by other young people whose life experiences provide a basis for empathy with the population being served. According to this view, the young tutor's ability to understand and communicate with low achieving children in his social and exonomic group help to compensate for the tutor's lack of a higher education and knowledge of teaching methods.

Cloward evaluated a program that featured the employment of high school students in a slum area as tutors for low-achieving public elementary school pupils. (4) and (5) This was part of a demonstration tutorial project which was conducted in New York, jointly sponsored by Mobilization for Youth and the Board of Education. Eleven tutorial centers were established in neighborhood elementary schools, and two hundred forty students from local academic and vocational high schools were hired to tutor five hundred forty-four fourth and fifth grade pupils. Each Center was directed by a master teacher who, in addition to administrative activities, was responsible for training the tutors. For purposes of evaluation, tutors and tutees eligible for the program were randomly assigned to experimental and

control groups. Experimental pupils were tutored either once or twice a week for two hours. The results of the study show that after five months of tutorial instruction, pupils in the four-hour treatment group showed significantly greater improvement in reading ability than did control subjects with an average of six months' reading improvement in five months' time. During this same period, the control pupils showed only three and a half months' growth. The two-hour treatment group made a gain of five months in reading during the five-month period, which also exceeded the gain of the controls, but the difference was not statistically significant.

The effect of the program on the reading ability of the tutors was also analyzed, and much to the surprise of the investigators, the program had a major effect on the reading achievement of the tutors. The tutors showed an average gain in reading of three years, four months, as compared with one year, seven months for the control subjects. In addition, the data for the tutors as well as for the pupils indicated that the effects of the experimental treatment were maximized for subjects with initally low reading skill. Although no significant differences were found between tutors and their controls on before and after measures of school grades (teacher evaluations), the author speculates that the high reading gains made by the tutors may well enable them to earn higher marks in their future school work. At any rate, it is clear that service as a tutor did not adversely affect school achievement.

Two substudies were conducted in an attempt to establish guidelines for the selection of future tutors. The data of these studies led the author to conclude that pupil reading gain was not related to or influenced by the demographic, intellectual, or attitudinal characteristics of their tutors.

It is clear from these findings, that tutors do not need twelve years of formal education and extensive training in reading pedagogy to be effective. They do not even need to be highly successful in their own school work. Apparently, the average high school student can learn to be an effective tutor for the elementary school child.

Contrary to expectations, high school students are effective tutors with pupils who are severely retarded in reading. Cloward suggests that these are the youngsters who, because of their unsatisfactory progress in school, have come to expect ridicule, re-

jection and continued failure. (5) Teachers tend to regard these children as a burden, and are reluctant to spend class time in an attempt to teach them the basic skills that they failed to learn in earlier grades. In a tutorial situation, where emphasis is placed on individual attention and basic skill training, these youngsters can make substantial progress in reading.

Since the major impact of the tutorial experience was on the tutors themselves, this finding has implications for both education and youth employment. Tutorial programs not only can provide older youth in a low-income area with gainful employment, but can serve to upgrade their academic skills as well. Indeed, the high reading gains made by tutors who were reading far below grade level at the beginning of the study raise the question of whether high school drop-outs might be successfully employed as tutors, not just to help under-achieving elementary-school pupils, but to improve their own academic skills. Having experienced failure and humiliation in the classroom and being alienated from school, these youngsters tend to rebel against learning situations in which they are cast in the role of a student. Assigning tutorial roles to such adolescents might help to make learning enjoyable and profitable for them, as well as to give them an experience of "success".

All other reports of the New York City Homework Helper Program show similar positive results for both tutor and tutee.(1, 2, 3, 8, 9, 11). As of December 1969, there were one hundred centers operating in New York City, serving one thousand five hundred tutors and four thousand five hundred elementary and high school age tutees. (3). The tutees appear to be benefitting in two ways, both by receiving individual help in basic skills and study habits, which enables them to upgrade their academic skills, and by the opportunity to identify with a positive role model offered by the tutor. The tutor is gaining in several ways too. Payment to tutors of $1.50 to $2.00 an hour may enable them to remain in school; their reading levels are going up; and finally, the tutorial experience may motivate them towards improved academic achievement and the choice of a career in teaching.

A somewhat different Homework Helper Program is being carried out in Sacramento, California (6). There, study centers were set up in churches and other host agencies, and college students were recruited and trained as volunteer (unpaid) tutors. The outstanding result of this program so far has been in the field of human understanding. The centers are supervised and staffed by persons of all races. For many of the tutors, this is their first opportunity to meet and work with each other on an equal basis, particularly in the

case of Caucasian and Negro. Mutual respect and admiration has developed which, hopefully, will serve to make these college tutors more understanding and effective in their future roles as teachers, social workers, sociologists, community leaders and citizens. In addition, the tutors report that they find the experience of working with the children a most rewarding and enlightening experience. The centers provide an opportunity for the tutor to develop insight and understanding into the world of the culturally different and low socio-economic child which will be invaluable to them later on.

OBJECTIVES OF THE HIGH SCHOOL HOMEWORK HELPER PROGRAM

The Homework Helper Program has the following objectives:

1) to encourage high school and college students from low income areas to remain in school through economic assistance

2) to present a new opportunity for these students to achieve success

3) to motivate these high school and college students toward improved academic achievement

4) to expose these students to a tutorial experience while they are still young enough to choose teaching as a career

5) to provide individual assistance to secondary school pupils in need of help with basic education

6) to provide models for educationally deprived children, thereby increasing their aspirations for school success

7) to promote integration through tutor-pupil assignments and activities

DESCRIPTION OF HOMEWORK HELPER PROGRAM, 1969-70

Inaugurated in 1963 with 110 tutors and 330 pupils in 9 centers, the program has grown to include, in 1969-1970, 100 Homework Helper Centers with 1500 tutors and 4500 pupils. Results of the program have been so encouraging that further expansion is planned during the 1970-1971 school year. An additional 14 centers were added for the Spring term, February 1970 to June 1970. The scope of the new programs will depend on State and Federal funds. Summer sessions of the program have been held every year since 1964.

Although Homework centers function in both elementary and secondary schools, this report is concerned only with the high school centers. There are 10 of these centers located in high schools throughout the city. Assisting Dr. Albert Deering in the coordination of these centers are borough coordinators, who are concerned with both the elementary and high school components and two high school supervisors who are directly in charge of the administration of the 10 high school programs. While the borough coordinators serve in a full-time position, the high school supervisors are part-time employees of the Homework Helper Program and have other teaching or administrative duties during the regular school day.

Each of the high schools has a staff consisting of approximately 12 tutors, an auxiliary paraprofessional, a secretary, and the "master teacher" whi is the direct supervisor of the entire staff. It has been the practice of the program that the high school principal, after being contacted by the coordinator and agreeing to participate in the program, selects one of his staff to serve as the master teacher. The master teacher, in turn, is responsible for the selection, training, and supervision of the tutors. The borough coordinators, high school supervisors, auxiliary paraprofessional trainers, and occasionally the master teachers, meet regularly to share experiences and discuss additions and adaptations to the program.

STRUCTURE

Under the direction of a master teacher, tutorial classes are held in the participating schools, Monday through Thursday, from 3-5P.M. Students attend on a Monday-Wednesday, or Tuesday-Thursday schedule. Tutors are generally students at the school being serviced or recent graduates; however, the number of college students employed in the program is small.

Tutors are recommended by their guidance counselors and selected

by such criteria as attendance records, parental permission, report card marks, and residential proximity to the tutoring center. They are paid $1.50 to $2.25 an hour, depending on their experience. They must attend orientation sessions for two weeks before tutoring begins, and twice-monthly training sessions throughout the year. The master teacher trains and guides the tutors and acts as liaison between tutors and classroom teachers. A training manual especially prepared by the Homework Helper Program has been in use since 1966 and provides guidelines for tutoring techniques and the development of rapport with students.

Tutors give help with homework, the development of independent work habits and study skills, and specialized tutoring in areas such as foreign languages, algebra, social studies, etc.

Students, to qualify for the program, must first be screened for priority placements by school personnel, and then are chosen on the basis of the following criteria: registration in a secondary school, public or non-public, in the area; reading below grade level when last tested (poorest readers are given priority); failing work in one or more subject; recommendation by teachers and guidance personnel in relation to the need for help with educational skills; no history of mental retardation, emotional disturbance, or serious behavioral problems. Written parental consent is required.

Tutorial Classes for each pupil are held for two hours a day, twice a week. The session generally begins with refreshments and conversation between tutor and student. Tutor and student then spend about 40 minutes on the students' homework, the tutor explaining and clarifying any points the student fails to understand. The next 30-40 minutes are spent on reading practice, for speed and comprehension; this is followed by 20 minutes of creative activity, such as writing, making puppets, or tape recording.

Materials used in the program include Readers Digest Skill tests, Readers Digest Science Readers, SRA Reading Laboratories, SRA Reading for Understanding and Pilot Library Kits, the Step Up Your Reading Power Series, Arco Review Books on various subject matter levels, library books and science equipment. A tape recorder, tapes, and a Viewlex previewer are also available in each center.

EVALUATION OBJECTIVES

The major evaluation of this study is to assess:

1. Student awareness of Homework Helper Program
2. Student perceptions of aid available
3. Student values placed on Homework Helper Program
4. Student and tutor relationships and question of remaining in school
5. Students and tutors educational and occupational plans and aspirations
6. Student achievement levels
7. Student and tutor attitudes toward self-achievement and education
8. Student perceptions of teachers

It is also a goal of this evaluation study to make qualitative assessments on the basis of interviews and on-site observations of certain strengths and weaknesses of the program. This, in addition to the quantitative data, will provide a broader basis for the recommendations presented in the final chapter.

Chapter II

PROCEDURES

This chapter is divided into three sections: the populations and samples studied; the design of the study; and methods of analysis employed.

POPULATIONS AND SAMPLES

The population of this study was high school students who received tutorial help through the High School Homework Helper Program. This group of approximately 300 secondary school pupils received attention on a "one-to-one" basis in 10 Homework Helper Centers located in high schools distributed throughout the New York City area in the school year 1969-1970.

Four high schools were selected at random from the ten involved in the High School Homework Helper Program. From lists of students using the innovative programs, a probability sample of 41 students was drawn. About ten per cent of the population was represented in the sample which is considered more than adequate for inferential purposes. Among the members of the sample, males were heavily represented, 73 percent. The average age of the experimentals was 16.4 years, with a standard deviation of 1.4, a slight positive skewness being noted on that variable.

The major portion of the sample, 68 percent, ranged in chronological age from 15.0 to 17.8 years. Grade placement was, on the average, approximately grade 10 (10.07) with a standard deviation of about one grade (1.02).

Records indicated that these students spend an average of 3 1/2 hours with their tutors per week, but there was a wide variability and un-normality (negative skewness) of scores on that variable. Despite limited utilization of the program as measured by time spent with tutors in some cases, none of the members of the sample were officially classified as "dropped".

Norm Group

The norm population of subjects to whom the students in

the Homework Helper Program are compared are those students who did not use the services of the Homework Helper Program even though this program was available in the schools they attended. From the same four schools that had been selected in the "experimental" sampling phase, a probability sample of 41 was drawn with proportionality on sex. Proportionality on sex was considered desirable because of the heavy representation of males (73 percent) in the experimental sample.

Figures on age indicated an average of 16.8 for the norm group, with a standard deviation of 1.5 as opposed to 16.4 and 1.4 respectively for the experimentals. These are not significantly different. Consistent with this, and nearly equal to the experimentals was an average grade placement of 10.4 with a standard deviation of about one grade (1.05).

Table 1 summarizes the sampling distribution over schools, and Table 2 includes basic statistics in the experimental and control samples.

Table 1. Distribution of Homework Helper Program experimental and control subjects over four high schools.

SCHOOL	HOMEWORK HELPER PROGRAM f	NORM GROUPS f
I	3	5
II	14	13
III	11	9
IV	13	14

Table 2. Sample characteristics: means and standard deviations

VARIABLE	EXPERIMENTALS (N=41) $\bar{X}$	SD	CONTROLS (N=41) $\bar{X}$	SD
1. Chronological age	16.4	1.4	16.8	1.5
2. Grade	10.1	1.0	10.4	1.0
3. Sex (% male)	.73	--	.78	--

Tutors

The population of tutors subject to study was approximately 120. From the same schools selected in the "experimental-norm" subject sampling phases, a probability sample of 44 tutors was drawn. About 33% of the tutor population was thus included in the sample, a more than adequate number for inferential purposes.

Average age of the tutor sample was 17.2 years with a standard deviation of 1.8 years, making them on the average about one year older than the students they tutored. Average grade placement was 11, with a standard deviation of 2 grades. About 5 percent of the sample were college students.

These tutors had been involved in the program approximately six months, on the average (6.1) and were more frequently males (78%) than females. Average time spent with students needing help was 5.2 hours per week with a standard deviation of 1.5.

DESIGN

Because of the lack of control over assignment to the Homework Helper Program or norm groups, the design of the study can be considered quasi-experimental. An element of bias is introduced to a study of this type because of the constraints associated with the attainment of "experimental" status among the subjects. For example:

1. Experimental subjects must read below grade level with poorest readers given highest priority. (invitation of regression effect on repeated testing)
2. Failing work in one or more subjects. (limitation on expected gains because of high correlations between grades over time)
3. Recommendation by teachers
4. No history of mental retardation, emotional disturbance, or serious behavioral problems
5. Written parental consent

Because of these constraints, the experimental group can not be considered representative of the general student population to the same degree that the norm group is, and many of the experimental constraints serve to define a population which is more educationally

intractible than the typical norm groups' subject thus producing an anticipation of some negative effects on the variables under study. Perhaps balancing, and on the positive side is the awareness on the part of the experimental subjects of their educational status and a desire to improve it, as indicated by their willingness to participate in a program providing additional academic support.

In other respects, the design is a classic controlled experiment involving some pre and post measures and a norm group base.

The findings relating to the tutors can best be considered as resulting from a "survey" design.

ANALYSES

The methods of analyses for this quantitative data obtained from questionnaires administered to the students and tutors, and from the school records data, involved both descriptive and inferential statistics. Multiple regression procedures, F ratios, summary statements of frequencies, and so forth are presented in Chapter III where appropriate.

In addition, the evaluation staff of Teaching & Learning Research Corp. conducted interviews and made several on site investigations. A summary of qualitative assessments made on the basis of these interviews and observations are presented in Chapter IV.

Inasmuch as the questionnaire items are presented in detail in the findings chapters, they are not repeated here.

CHAPTER III

FINDINGS: QUESTIONNAIRE AND SCHOOL RECORDS DATA

In this chapter, findings are presented concerning:

(1) the awareness of students of the Homework Helper Program;
(2) student perceptions of the help available to them;
(3) student and tutor perceptions of the success of Homework Helper Program;
(4) student-tutor relationships and retention in school;
(5) educational aspirations and plans of students;
(6) achievement levels as assessed by teacher evaluations;
(7) student perceptions of teachers;
(8) student self-conceptions of academic ability and importance attached to achievement; and
(9) the influence of Homework Helper Program on tutors

AWARENESS OF HOMEWORK HELPER PROGRAM

Data obtained from the norm sample indicates a high degree of awareness by the general secondary school population of both the existence of the innovative program and its chief features. Influences, of course, must be confined to general student population of schools which participate in the Homework Helper Program. In support of these contentions, it was observed that 88 percent of the norm sample specified an awareness of the existence of the Homework Helper Program, and only slightly fewer (75 percent) expressed knowledge that the Homework-Helper Program provides high school or college students to assist them with their school work.

PERCEPTIONS OF HELP AVAILABLE

Members of the experimental sample, those who had used the services of the Homework-Helper Program, were asked to respond to questions concerning whether or not the services were available to them when they were needed. Table 3 illustrates the fact that the major portion of the sample (75.5 percent) felt that the tutor was available almost any time that he was needed. Only one student noted that his tutor was seldom available when he needed him.

Table 3. Extent of availability of individual help noted by students in the experimental sample (N=41)

Response	f	%
1. No, my tutor seldom had time to help me	1	2.5
2. Yes and No. Sometimes I received help; other times I did not	9	21.5
3. Yes, my tutor was available anytime I needed him	31	75.5

No pattern was evident concerning the types of students encountering "more" or "less" availability on the part of their tutors. It might be anticipated, for example, that students who were experiencing more profound academic problems as measured by previous academic grades would be perceived as difficult cases by the tutors thus decreasing their willingness to work with the student. This was not found to be true, however.

EVALUATIONS OF HOMEWORK HELPER PROGRAM

Student's Perceptions

Members of the experimental sample responded to the question: "In the Homework-Helper Program, you were given an opportunity to work with a tutor. In general, how would you evaluate your experiences with the tutor?" Possible responses are listed in table 4 and ranged from not successful (one case) to very successful. In total, 88 percent of the students evaluated their experience as being a successful one.

Table 4. Evaluations of experiences with tutors expressed by students in the Homework-Helper Program sample (N=41)

EVALUATION	f	%
1. Very successful	18	44
2. Somewhat successful	18	44
3. Unsure	4	10
4. Not successful	1	2.5
5. Very unsuccessful	0	0

Tutor's perceptions

In addition, the tutors were asked to articulate their perceptions of the success of their work as tutors. Specifically:

> "In the Homework-Helper Program, you were given an opportunity to work as a tutor. In general, how would you evaluate your experiences as a tutor?" Responses to this question are identified in table 5. Consistent with the perceptions of those who received tutoring services, 93 percent of the tutors evaluated their own efforts as being successful. None of the tutors perceived their work as being unsuccessful.

Table 5. Evaluations of work with students by tutors participating in the Homework-Helper Program (sample N= 44)

EVALUATION	f	%
1. Very successful	18	40.9
2. Somewhat successful	23	52.3
3. Not sure	3	6.6
4. Somewhat unsuccessful	0	0.0
5. Very unsuccessful	0	0.0

It was noted that some differences existed among the high schools in regard to perceived success with tutors by experimental students. One of the four high school sectors showed a point-biserial correlation of .35 with success evaluations ($p=.05$), showing that in one of the four schools, student success was perceived as more limited. In that same school, tutors perceived their success as more limited (point-biserial $r=.37$, $p=.05$). Length of service of tutors in the Homework Helper Program was associated with perceptions of greater success with students (point-biserial $r=.38$, $p=.05$).

STUDENT-TUTOR RELATIONSHIPS AND REMAINING IN SCHOOL

Students in the experimental group were asked to evaluate their relationships with the tutors by responding to the question:

"How well did you get along with your tutor?"

Four responses were rated from very well(1), to poorly (4) and results showed very favorable responses ($\bar{X}=1.1$) to that question. Students who perceived themselves as capable of getting higher grades felt that they got along better with their tutors

(r=.43). They also perceived their experience as more successful (r=.43).

The data provided little basis for believing that the students who received help would have not remained in school should such help have not been provided. When asked,

> "if you had not received help from the Homework-Helper Program, would you have remained in school?"

The modal response was, "Yes". Only about 10 percent indicated that they would have left school.

EDUCATIONAL ASPIRATIONS AND PLANS

Educational Aspirations

Since the major theme of the Homework-Helper Program was to provide increased educational opportunity, it is important to examine the educational aspirations and plans of the participants. To assess educational aspirations, students were asked to respond to the question:

> "If you were free to go as far as you wanted in school, how far would you like to go?"

Responses to that question are displayed in Table 6.

Table 6. Distribution of educational aspiration level of students who used and did not use the Homework-Helper Program

ASPIRATION LEVEL	EXPERIMENTALS (N= 41) f	%	NORM GROUP (N= 41) f	%
1. I'd like to quit right now	2	4.9	0	0.0
2. I'd like to go to high school for a while	0	0.0	0	0.0
3. I'd like to graduate from high school	7	17.0	9	22.0
4. I'd like to go to secretarial or trade school	3	7.3	0	0.0
5. I'd like to go to college for a while	8	19.5	3	7.3
6. I'd like to graduate from college	21	51.2	29	70.7

The above data shows fewer experimental than control students wishing to graduate from college (51.2 vs. 70.7 per cent). But this may be a function of the differences between the two populations alluded to in the evaluation design section. Further tests were conducted to determine whether differences in level of educational aspirations existed when differences in school, age, sex, attendance, and past performance were controlled. It was observed that when the above predictors plus experimental-control status were included in a regression analysis, 26 percent of the variance (individual differences) in educational aspirations were accounted for. In contrast, deletion of the experimental-control vectors from the regression equation resulted in a net loss of only one per cent in explained variance. Because this loss was not statistically sibnificant ($p = .41$) it was concluded that no differences existed between experimentals and controls in terms of general level of educational aspiration.

Educational Plans

To determine whether or not differences in educational plans existed between experimental and control subjects, both groups were asked:

> "Sometimes what we would like to do is not the same as what we really do. How far in school do you expect you will really go?"

Responses to that question are located in Table 7.

Table 7 - Distribution of educational plan level of students who used and did not use the Homework-Helper Program

PLAN LEVEL	EXPERIMENTALS (N= 41)		NORM GROUP (N=41)	
	f	%	f	%
1. I plan to quit as soon as I can.	2	4.9	0	0.0
2. I plan to continue in high school for a while.	0	0.0	0	0.0
3. I plan on graduating from high school	13	31.7	16	39.0
4. I plan on going to secretarial or trade school.	2	4.9	0	0.0
5. I plan on going to college for a while.	6	14.6	5	12.2
6. I plan on graduating from college.	18	44.0	20	48.8

Examination of frequencies of response in the categories displayed in Table 7 discloses little difference in relative frequency of response at the different plan levels between experimental and control students. Statistical tests exactly paralleling those conducted with the educational aspirations data disclosed no significant differences between controls and experimentals over and above that which could be expected on the basis of school, age, sex, attendance, and past performance.

ACADEMIC ACHIEVEMENT (TEACHER EVALUATIONS)

An index of teacher evaluations was derived by averaging the grades obtained in academic subjects by the control and experimental students. The data in Table 8 provides no basis for asserting that positive changes in teacher evaluations were associated with participation in the Homework-Helper Program as a student. It should be noted that a change was defined as moving more than 1 standard error of measurement in GPA between June, 1969 and June, 1970

Table 8. Changes in teacher evaluations (GPA) in academic subjects of students who used and did not use services of Homework-Helper Program, year's end 1969 to year's end 1970

CHANGE	HOMEWORK HELPER PROG. f	%	NORM GROUP f	%
1. Moved up more than one standard error*	1	2.4	3	7.3
2. Remained within one standard error of 1969 GPA	30	73.2	29	70.7
3. Moved down more than one standard error	10	24.4	9	22.0

* $S_{y \cdot x} = .59$

A more complex analysis focused on 1970 teacher evaluations as a criterion variable. Here, teacher evaluations were predicted on the basis of a linear combination of age, sex, school, attendance, past teacher evaluations and experimental (Homework Helper Program) - control status. Table 9 shows the proportion of variance

or individual differences (R^2) accounted for by this full model in comparison with a model which restricts or deletes information on experimental-norm group status.

Table 9. Models R^2s, and F-Ratios for predicting 1970 teacher evaluations (GPA's)

CRITERION	MODELS	R^2	F	p
GPA	$Y=a_o u+ a, x,...+ a_{10} x_{10}+e$ (full)	.562		
	$Y=a_o u+ a, x,...+ a_8 x_8 +e$ (restricted)	.559	.24	.79

The regression analysis demonstrated that a linear combination of four school vectors, an age vector, a sex vector, an attendance vector, and a past teacher evaluation vector accounted for about 56 percent of the variance in 1970 teacher evaluations. This model was as efficient as a model which also included information on whether or not the student was a participant in the Homework-Helper program. On this basis, it was concluded that the teacher evaluations of the experimental group were not significantly different than those of the norm group when other relevant factors are taken into account. This is supportive of the notion that the Homework Helper Program had a positive impact, because of the basis of selection criteria for inclusion in the program, one would anticipate poorer evaluations by teachers of Homework-Helper Program students. These were people who were presumably in academic trouble.

STUDENT PERCEPTIONS OF TEACHERS

An indirect method of determining the orientations of the Homework-Helper Program and norm subjects toward teachers and teaching was provided by the questions:

1. If you could be like anyone in the world, who would you want to be like? Who is this person?.

2. Sometimes the job that a person wishes to have is not the one that he actually gets. What kind of job do you think you really will get when you finish school?

Frequency of mentions of teachers of teaching to those questions was tabulated, and Homework-Helper Program and norm subjects compared. Table 10 shows the frequencies and percentages

of Homework Helper Program and norm students mentioning teachers as role models.

Table 10. Teachers as role models for students who used and did not use Homework-Helper services.

GROUP	MENTIONS OF TEACHERS f	%
Homework-Helper Program	11	26.8
Norm Group	2	4.9

The apparent differences in identification of teachers as role models was subjected to a further, more detailed analysis. Table 11 summarized this analysis.

Table 11. Models, R^2s, F-Ratios, and p's controlling for age, school, sex, attendance, and past performance: Homework Helper Program and norm subjects.

CRITERIA	MODELS	R^2	F	p
expects to become teacher	$Y=a_ou+a_1x_1+a_2x_2+\ldots a_{10}x_{10}+e$	.30		
	$Y=a_ou+a_1x_1\ldots a_8x_8+e$	.23	3.41	.04
teacher mentioned as model for self	$Y=a_ou=a_1x_1+a_2x_2\ldots a_{10}x_{10}+e$	.22		
	$Y=a_ou+a_1x_1+a_8x_8+e$	.13	4.11	.02

Where Y = criterion
U = the unit vector, when multiplied by a_o yields the regression constant
x_1= age
x_2= sex
$x_3 \ldots x_6$ = schools
x_7 =1970 attendance
x_8 =1969 GPA
x_9 =Homework-Helper Program
x_{10}=Norm
$a_1 \ldots a_{10}$= least squares regression weights calculated so as to minimize the error sum of squares ($E\ e^2$)

It is clearly shown by the analysis that the orientations of the Homework-Helper Program students toward teachers and teaching was more positive than the norm group. This remained true when several potentially relevant variables were treated as control co-variables.

SELF CONCEPT OF ABILITY AND IMPORTANCE ATTACHED TO GRADES

Importance of passing and self-concepts as measured by perception of grades thought to be obtainable were compared for Homework-Helper Program and Norm Group Subjects. In table 12, these comparisons are displayed. No significant differences on these variables were observed.

Table 12. Models, R^2s, F-Ratios (t^2) and P: Homework-Helper Program and Control Students

CRITERIA		MODELS	R^2	F	p
Importance of passing	1.	$Y= a_o u+a_1x_1+a_2x_2+e$	.001		
	2.	$Y=a_o u+e$	.000	.10	.75
Self-concept	3.	$Y=a_o u+a_1x_1+a_2X_2+e$	.012		
	4.	$Y=a_o u+e$	.000	1.33	.25

Where: X_1 + Homework-Helper Program, X_2 = Control

INFLUENCE OF HOMEWORK-HELPER PROGRAM ON TUTORS

The review of literature on Homework-Helper type Programs pointed to the conclusion that the experience of helping other children led to some positive educational outcomes for the tutors themselves. Data was collected relevant to this topic, and Tables 13 and 14 contain information on tutor's perceptions of the influence of the experience on wanting to enter teaching as an occupation and the influence of the program on their own academic achievement.

Table 13. Tutor's perception of how experience as tutor influenced own academic achievement.

Influence on own academic achievement	f	%
1. Definite positive impact	15	33.3
2. Some positive impact	24	53.3
3. Not sure	5	11.0
4. Some negative impact	1	2.2
5. Definite negative impact	0	0.0

Table 14. Tutor's indications of the influence of the Homework-Helper Program experience in wanting to select teaching as an occupation.

Influence to Select Teaching as an Occupation	f	%
1. Yes, definite influence	6	13.3
2. Influenced to some extent	18	40.0
3. Not sure	9	20.0
4. No, don't think so	10	22.2
5. Definitely no influence	2	4.4

The sample of tutors expressed the belief that the program had positively influenced their achievement (86.6 per cent) and had influenced to some extent, their desire to select teaching as an occupation (53.3 per cent).

With respect to the income derived by the students from working in the program, most (93 percent) stated that they would have remained in school without this form of financial assistance (see Table 15.).

Table 15. Tutor's indication of importance of financial assistance from the Homework-Helper Program in remaining in School.

Importance of Financial Assistance	f	%
1. Would definitely have remained in school without financial assistance.	38	84.4
2. Probably would have remained in school without financial assistance.	4	8.8
3. Don't know for sure.	2	4.4
4. Probably would have not remained in school without financial help.	1	2.2
5. Definitely would not have remained in school without financial help.	0	0.0

CHAPTER IV

FINDINGS: INTERVIEW AND ON-SITE OBSERVATIONS

The following is essentially a description of the impressions the evaluation staff of Teaching & Learning Research Corp. developed as a result of talking to tutors, tutees, other students and staff; and personal observations made while visiting the sites of the Homework Helper Program.

STUDENT-TUTOR RELATIONSHIPS

The chief strength of Homework-Helper Program appears to lie in the one-to-one relationship between tutor and student, and in peer connection. This one-to-one relationship appears to be extremely valuable, because first, time is allocated to students in areas where they most need help, individually and without distraction, and secondly, and perhaps even more importantly, because it gives the tutor complete freedom to establish a relationship which is not only educational, but intensely personal.

The tutor-pupil relationship seems to function best when the tutors take full advantage of the one-to-one relationship. Communication is facilitated primarily in a pair, or co-equal situation. When the tutor begins to mirror teacher practices, such as sitting behind a desk, rather than side by side with his pupil, much of the intimacy, and therefore, the effectiveness of the tutoring is lost.

The tutors are very sensitive to the self-image of their pupils, and show great maturity and understanding in handling their fears and anxieties. Their reports stress the importance of reassuring a student, of emphasizing that he is not "bad" or "stupid". The intense involvement and dedication of the tutors to their own students is perhaps best expressed by quotes from their own reports.

> "There was a job equally, if not more important than the teaching of a subject. This was the job of dealing with the childrens' numerous problems other than their academic weaknesses. The children needed desperately to be loved.."

"...more than just a job. There is feeling of accomplishment...that comes with the kid you're tutoring getting a good mark."

"A tutor should never tell a student he is dumb or stupid".

"...very rewarding from a tutors' point of view especially when students show improvement and report back that they are doing better."

Although many tutors mentioned problems with individual students in their reports, the only recurring one seemed to be that of age: in many cases, of course, the tutors were the same age as their pupils, and in some, even younger. Tutors younger than their pupils appeared to create feelings of awkwardness and embarrassment for both, and this situation should probably, if at all possible, be avoided. Again quotes will best serve to give the tutor's feelings.

"I had a pupil older than me...the work was easy (but) teaching the work to her was very difficult. After I had taught her, she felt stupid and embarassed. I told her she was not to..."

"Being a tutor is not an easy job, especially when the kids you tutor are older than you...requires even more patience and understanding than under normal conditions..."

Contact between the master teacher and the students was also not confined simply to an academic relationship. In some cases, rapport of a personal nature was established. Most of the master teachers were most enthusiastic about the results of the program: many had worked in previous programs and had been disillusioned by them.

The students themselves appear to be strongly motivated by the program: attendance is good, and all students demonstrated seriousness and a desire for learning. The fact that a number of students would like to become tutors themselves is a testimonial to the good relationship between tutors and students.

THE MASTER TEACHER

The responsibilities of the master teacher seemed to fall into the two areas of record keeping and recruitment of tutors and tutees. The former duties were carried out either by means of

individual index cards or a "long form" consisting of a roll book. Student's attendance records and schedules were entered there. Apparently, these methods were rather satisfactory; for when our staff required any statistical data concerning the program; it was readily available. Note should also be made of the extreme cooperation displayed by the master teachers contacted by our staff. In spite of the fact that these positions were taken on as a supplement to another job title, (Dean of Boys, Guidance Counselor, etc) all requests for records, tutors, and tutees for interview purposes were promptly and courteously fulfilled.

Publicity and awareness of the program seemed to be facilitated by the responsible positions of the Master Teachers. They seemed to be very well regarded by both the school staff and the student body. Such positive regard for the Master Teacher is an asset to the Homework-Helper Program which cannot be ignored.

There also seemed to be an agreement among the master teachers that their staff could best be utilized by assigning tutors to a student for a one hour period followed by another hour with a second student. This seemed quite reasonable to the evaluation staff of Teaching & Learning Research Corp, given that the attention span and interest of a high school is likely to fall offwhen assistance has been completed for the specific problems he faced.

TUTORS

Tutors were generally drawn from the same student populations of the respective high schools. There was a minority of college students. Perhaps the most distinguishing feature of the Homework Helper Program tutoring sessions was the marked change from the traditional classroom atmosphere. There seemed to be a lack of tension and much interaction centering about the subject matter. Whether this atmosphere can be attributed to the one-to-one situation, the closeness in age and background of the tutor and the tutee, or the motivation that drew the pairs together was not determinable. It may well be the case that the result was due to a combination of all the factors. It should be noted that when a tutor worked with more than one tutee; much of this interaction disappeared and was replaced by the traditional lecturing technique.

Such situations were the exception however, arising from what seemed to be scheduling difficulties. The behavioral change should be noted as an affirmation for the one-to-one situation which forms an integral part of the program.

The tutors always appeared to be considerate of their charges. There were not any noted instances of condescension by the tutors toward the tutees. There always seemed to be a determined effort by the tutor and tutee to reach a commonly agreed upon goal. It would not seem unlikely that the tutors underwent a learning experience as significant as that of the tutees. This is a component of the program that seemed meritorious.

TUTEES

The tutees were drawn for the student body of the respective high schools. On the basis of interviews, it appears that they entered the program because of some difficulty with a subject assignment. The sources for these difficulties spanned the usual reasons. Reading problems were often cited as causes as were house problems. Many of the problems were, to be sure, the result of lack of preparation at an earlier stage. There appeared to be no signs of resentment directed toward the tutors. This may well be a result of the respect which their tutors accorded them.

All of the tutees were cooperative in giving interviews to our staff. All of these affective observations could well be attributed to the general setting of the Homework-Helper Program. This setting was encouraged by periodic parties as well as the availability of refreshments during the tutorials. Monies spent on such refreshments would not appear to have been spuriously allocated.

CONCLUSIONS AND RECOMMENDATIONS

The following are the major conclusions regarding the impact of the high school Homework-Helper Program during the 1969-70 school year:

1. Communicative - Awareness of the existence of the program is high among students who attend schools in which the programs are housed. There is a high awareness of both the program's existence and the nature of the services provided.

2. Availability of tutors - the overwhelming consensus of participants in the program, those receiving tutoring services, that tutors are available when they are needed. This is important because levels of student need for help are not constant throughout the school year.

3. Success of experience with tutors - 88 percent of the sample of students receiving tutorial help rated their experience as moderately or highly successful. At the same time, 93 percent of the tutors felt that they were moderately to highly successful in their efforts to help students

4. Differences between schools - As one would anticipate, success ratings varied between schools selected in the sample, but none were observed to be deviant enough to require separate treatment. The conclusions may be considered to have an overall applicability.

5. Students relations with tutors - In general, students felt that their relations with tutors were good. More positive evaluations of the relationship were present among those students who believed they were capable of getting higher grades, and if they felt the work itself was successful.

6. Financial impact - Among the tutors, only 10 percent indicated that they would have left school without such help. This should not be interpreted to mean, however, that without the financial inducement to work in the program they would have contributed such regular and effective services for altruistic reasons.

7. Impact on Educational Plans and Aspirations
Despite the fact that students receiving help through tutoring services were having immediate academic problems, their educational aspirations and plans remained as high as those of norm groups sampled from their respective schools.

8. Impact on Teacher Evaluations - Despite the fact that students receiving help through the Homework-Helper Program services were having academic problems that brought them to the program, their year's end grades in academic subjects did not differ from those of the norm group.

9. Image of Teachers - An unusually large number of students receiving services from tutors selected teachers as role models (25%). This was in comparison to a 5% rate from the norm group.

10. Occupational Orientations - Another objective of the program was reached by the fact that a significantly higher proportion of Homework Helper Program than norm group subjects stated that they expected to enter teaching.

11. Tutor's Achievement - the majority (86%) of the tutors perceived the tutorial experience as having a positive impact on their own academic achievement.

12. Tutor's Views on Teaching Career - 53 percent of the tutors believed that the experience influenced their desire to enter teaching as a career.

These separate conclusions leave little room for doubt among the evaluation staff responsible for this study that the Homework-Helper Program has fulfilled the expectations of its originators as expressed by the program objectives. In view of this generally positive evaluation, few recommendations for changes in orientation or method of operating are warranted.

Recommendations

1. Current level of support for tutors should be maintained or improved on a reasonably scaled basis (e.g. inflationary adjustment). Because few indicate they would not leave school without such support, it does not necessarily follow that successful functioning of the program is dependent upon such an increase.

2. A relaxed and informal atmosphere, as well as an element of pleasure was added through the serving of refreshments. Since this was frequently alluded to by participants in the program, it would probably be advisable to insure the continuance of this feature.

3. Personal relations are best facilitated through a one-to-one tutorial system. There appeared to be a tendency for tutors to want to mirror standard teaching practices when groups of a larger number were involved. Such practices serve to reinforce status differentials between tutors and students and are not believed to be in the best interest of keeping good rapport and informality.

4. Vigilance should be maintained to insure that the tutor is not younger than the student he is helping. Such encounters are perceived as awkward and difficult to handle by the tutors.

APPENDIX A

A PROFILE OF ONE HOMEWORK HELPER PROGRAM CENTER

Seward Park High School is located on the Lower East Side of Manhattan, an area into which has flowed, from the early days of the 19th century, the waves of newcomers who have chosen to make a new life in America. Into the old 7th ward (later the 10th ward), came the masses of immigrants, representatives of the ethnic groups whose descendants have left the deepest impress on the American way of life: the English, the Scotch, the German, and the Irish. The famous Irish-American regiment, the 69th, was in part recruited from the neighborhood, and the citizen-soldiers, marched to the Civil War from the Essex Market building which, at that time, occupied part of the land where the high school now stands. Beginning in the 1880's came the Russian and Polish Jews who were escaping from poverty and persecution. It was in the tenements of the district that enterprising members of this last group established the home factories that later were to develop into the giant garment industry, one of New York City's most important. From the ranks of the Jewish garment workers of the district, there also arose the leaders who were to establish the powerful defender of the garment workers, the International Ladies Garment Workers Union. Since the end of World War II, the area has been losing its predominantly Jewish character as Puerto Rican and American Blacks have come in increasing numbers. Another ethnic newcomer to the immediate area are the Chinese.

The Lower East Side has always been a place to which the poor have come and it is still one which is predominantly populated by the poor and the disadvantaged. Those who were able to make the "American dream" come true, moved uptown or out of the area, making room for the new arrivals.

The economic condition of the school population of Seward Park High School may be gauged from the fact that out of 3,575 students, some 1,200 qualified for and were served free lunches daily during the current school year.

There is no doubt that the majority of the student body is a disadvantaged one. However, the children attending are not restricted to those who live in the area. Students come from as far uptown as Harlem and as far downtown as Chinatown. There are white middle class children from Stuyvesant Town, Greenwich Village, Peter Cooper Village, and the East Side of mid-Manhattan. In many cases they are the second or third generation offspring of those very immigrant families who earlier "escaped" from the neighborhood. There are, in addition, children of less affluent Ukranian, Polish and Russian parents from the East Village and of Italian-American families who have remained in their old neighborhoods despite the arrival of increasing numbers from Hong Kong to an ever-expanding Chinatown. Seward Park High School is multi-ethnic, multi-religious and predominantly poor, but it contains also a sizable representation of middle and upper middle class youngsters.

Arranged by percentages, the ethnic population of the school is approximately as follows:

21 per cent Black
32 per cent Puerto Rican
15 per cent Chinese
32 per cent Caucasian and "other"

It is to be expected that the school population, just described, will present special problems; the school has attempted to meet them by establishing programs that will answer the distinct needs of its students.

One of the oldest of these programs is the Cooperative Education Course. This program attempts to keep potential dropouts in school by placing children in private business and in City of New York offices. The children attend school and work on alternate weeks. They have an opportunity to earn, to gain work experience and to continue with their education. Many who have participated in this program have remained on the job after graduating and the retention rate in the program is very high. There are some 74 students currently enrolled.

The Pre-technical Program is designed to salvage those students who have not been able to succeed in either the academic or the commercial program. It strives through intensive guidance to help the to function well in classes that will lead them to admission and graduation from the business training program of the community colleges. There are 56 students in the program.

One of the more ambitious programs of the school is the College Discovery Program. It is finishing its 5th year in the school and is graduating its third class this June. It aims at placing in colleges, underachieving students with potential. Intensive guidance is provided. The children receive double periods of biology, mathematics and foreign languages. The classes are small, of no more than 20 students. Tutoring during the day and after school is provided by college tutors to those students in the program who may need such help. A rich cultural program is also provided which makes it possible for the children to visit the ballet, concerts, exhibits, and the theater. There are 230 students enrolled.

The Language Core classes are designed to help those children recently arrived in the United States to learn English and to make the transition from their own to the American culture. There are 275 children in these classes.

The diversity of cultural and ethnic backgrounds and the challenging problems these students present are reflected in the following analysis of the group in terms of the countries of their birth. The following places or countries are represented in this year's language core classes: Puerto Rico, 62; Spain, 14; China, 30; Hong Kong, 91; Mexico, 2; Korea, 1; Ecuador,9; Peru, 1; Dominican Republic, 22; Cuba, 4; Honduras,1; Poland, 3; Macao, 2; Pakistan, 9; Brazil, 2; Burma, 1; Italy, 5; Costa Rica, 2; Malaysia, 1; Greece, 1; Canada, 1; France, 1; Israel, 2; Czechoslovakia, 1; Jordan, 1; Argentina, 1.

An interesting fact which the above figures reveal is that the Chinese-speaking component of this non-English-speaking group is 121, and is thus larger than the Spanish-speaking component which is 118. This is a new trend which has been accelerating since the removal of restrictions on the immigration of the Chinese in 1965. Of interest, too, is the fact that the youngsters arriving from Puerto Rico compose a decreasing percentage of the Spanish-speaking component - 52.5 per cent. Three members of the faculty have addressed themselves to the challenge of teaching English to the Chinese students and have developed under a grant from the Bureau of Curriculum Development, and experimental Advanced Grammar for Chinese Students, the first edition of which has been evaluated. A new edition will soon appear entitled, Written English for Chinese Students in the High Schools.

Those pupils with low reading achievement are placed in one of 17 reading clinics. There are 318 enrolled.

As indicative of the school's concern to meet its responsibilities to its students, it should be pointed out that some 35 elective courses are offered. These range from advanced mathematics problems, electronic data processing, Asian civilization, sociology, advanced Chinese, Russian, Spanish, French, through the Great Books.

The school has an active Parent's Association and an active Alumni Association. It has an established reputation for quality education which was recognized by Fred M. Hechinger, Education Editor of the New York Times, who said that Seward Park was one of four academic high schools in Manhattan having "strong academic programs and traditions of sound scolarship", (McCall's, February, 1968, p. R-5).

It is because of this concern with excellence of achievement that the late and lamented principal, Mr. Sidney Nanes, welcomed the Homework Helper Program to the school. He saw it as another opportunity to be of service to a body of teachers, parents and their children who were concerned with providing tutoring help to those who were having difficulties. For too long had their requests for help meant a referral to a private tutor who charged fees that most parents could not meet. The Homework Helper Program represented an extension of the school's service which has been greatly appreciated by the teachers, the parents and the students which has enhanced the image of the school.

The 1969-70 Homework Helper Program at Seward Park High School was initiated on October 6 and ended on June 1. One hundred seventeen tutoring sessions and 16 tutor training sessions were held during the year.

The 99 students attended a total of 773 days, making an average attendance for the year of 77%. This was 12 point higher than the average attendance for the school, which was 65 percent. The 11 tutors attended a total of 970 tutoring days, achieving an attendance of 88 percent for the year.

When judging the attendance of the clients, it should be kept in mind that high school students have many outside interests which include work, play socializing and political activities, that have strong claims on their free time. As a result, they come only when, and for as long as they feel an

urgent need to do so. They tend to come before examinations or after a marking period. They lessen their attendance or stop coming altogether as soon as they have gotten what they want from the tutor. A small number, it is true, have other motivations for participating and may come because they have need for companionship which is satisfied by their friendship with the tutors.

All the college tutors were recruited by Mr. Donald Fine who in his many years with the program has established contacts with the employment offices of the colleges. The majority of them, however, began working as tutors for the Program while they were themselves, students in high school, and their engagement for the Program at Seward Park was a continuation of a long association with the Program.

Although this Master Teacher has had no experience in recruiting college tutors, he has had some in recruiting students in Seward for other centers. In doing this, he has made announcements daily on the school's public address system and has had signs placed on the bulletin boards of the school. Candidates receive a preliminary interview from the Master Teacher, and if they meet the criteria of having a passing average and good character, they are referred for further screening to Mr. Fine.

Clients for the Program are recruited in two principal ways. Announcements are made on the school's public address system offering the services of the Program, and the teacher-counselors and teachers are informed through a circular prepared by the Principal of the services offered by the Program. Contact is maintained with the clients' subject teachers by the Master Teacher in our efforts to probide the type of help that will eliminate the pupils' difficulties.

Statistical evaluation of the clients' progress in such a program presents many difficulties. However, one encouraging statistic is provided by the results achieved with those students who were tutored in mathematics this term. These clients achieved a 6.5 percent increase in their mathematics grade from the second to the third and final marking periods.

Apart from statistical evaluation, the Program's worth is clearly established by the clients' oral and written responses concerning the value of the program, through daily evaluation of the tutoring sessions, through visitation and discussion, and through communication with subject teachers whose students are involved.

Dagoberto Molerio
Master Teacher

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HOMEWORK HELPER PROGRAM

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